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ABSTRACT

A research project was conducted to assess public attitudes and awareness of workforce training and education issues, with an emphasis on school-to-work transition. The survey was designed to form a baseline against which to measure changes over time in public attitudes and awareness. Data for the research were gathered through executive interviews with key stakeholders, a series of four electronic forums held around the state with 196 participants, and a random sample telephone survey of 603 state residents. The study found that the Washington residents interviewed were generally optimistic about the global economy and the state's place in it. Nearly three-fourths of the respondents thought that Washington is "well prepared" or "very well prepared" to meet the challenges of a global economy. Twice as many responding said that "raising the skill levels for more people" was most significant as said "keeping middle class jobs in Washington state," or "raising the standard of living for the less well-to-do." Most respondents thought that high schools were doing a good job of preparing students for college but doing a poor job preparing students who were not heading to college. Most recognize that new skills will be needed for the new economy and that career preparation should begin during K-12 education. They support a variety of ways to get more skills to more people, including public, private, and public-private partnerships. (KC)

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ED 425 347

WORKFORCE TRAINING & EDUCATION COORDINATING BOARD

EDUCATION AND WORKFORCE ISSUES

PUBLIC ATTITUDES AND AWARENESS

1997

ELWAY RESEARCH, INC.
DAVIS TIETZE & CO.

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INTRODUCTION

This report presents the findings of a research project undertaken on behalf of the Workforce Training and Education Coordinating Board (WTECB) by Elway Research and Davis Tietze & Company of Seattle. The purpose of this research was to assess public attitudes and awareness of workforce training and education issues, with an emphasis on School-to-Work Transition. The survey was designed to form a baseline against which to measure changes over time in public attitudes and awareness.

Data for this research were produced by three means:

1. Executive interviews with key WTECB stakeholders;
2. A series of four electronic forums held around the state;
3. A random sample telephone survey of state residents.

All three phases of the project were completed in the Summer and Fall of 1996.

Questions to be addressed in this research were developed in a collaborative effort between WTECB staff, Elway Research and Davis, Tietze & Co. Data collection and analysis was done by the consultants.

A discussion of findings is presented in the next section of this report, followed by charts of the data and a copy of the questionnaire used for the survey.

SUMMARY

Washington residents interviewed for this survey were generally optimistic about the global economy and Washington state's place in it. Nearly three-fourths of these respondents thought that Washington is "well prepared" (56%) or "very well prepared" (15%) to meet the challenges of the global economy.

What are the "the most significant challenges for Washington state in the global future"? Reflective of the general optimism, twice as many respondents said that "raising the skill levels for more people" was most significant as said "keeping middle class jobs in Washington state," or "raising the standard of living for the less well to-do." Raising skill levels is important when the jobs are coming; keeping jobs in the state is important when jobs are leaving. Further, raising skill levels enables the less well to do to raise their own standard of living -- a strategy consistent with the prevailing attitude of more personal responsibility.

How well is our education system preparing young people for this global future? Most respondents (57%) thought that high schools were doing a good job of preparing students for college but doing a poor job (66%) preparing students who were not heading to college. Given that most respondents vastly over-estimated the number of jobs that will require a college education, this emphasis may not seen as much of a problem. Respondents believe that most jobs will require a college education, and that our high schools are doing a good job of preparing people to go to college; ergo, our high schools are doing what they are supposed to be doing.

But college is not everything. And high schools were said to be doing a "good job" by a majority of respondents in only one objective: "preparing people for college." A majority or near majority said our high schools were doing a "poor job" in six other objectives. Lowest rated was "for young people not going on to college, preparing them for life after high school" (66% "poor job").

In line with that thinking, 9 in 10 respondents (87%) agreed that high schools should "provide every student with some kind of career

preparation before graduation." Three-fourths (74%) said that career education should begin prior to entering high school.

A large majority of respondents believe that high school graduates should acquire work-related skills in school. More than 70% of respondents agreed that students should "definitely" possess *each* one of six individual work-related skills and abilities when they graduate. Taken together, nearly half of the respondents said that high school graduates should "definitely" possess *all six* of the skills and abilities listed.

Education is not the job of schools alone. Nine in 10 respondents favored having employers, employees and other community members play an expanded role in the education system. Sixty-three percent of respondents were "strongly in favor" of this idea. Further, each of six example community involvement programs were deemed "appropriate" by at least 9 in 10 respondents.

In line with these opinions, nearly all respondents (96%) found "desirable" a system of education which would provide "a strong academic foundation for every student; give every student hands on learning experience; and provide an opportunity for every student to practice what they have learned in a work-based setting."

A majority of respondents said it was important to allocate public tax dollars to each of five career, vocational and skills training programs, even "in an era of limited public resources." Four in 10 rated at least four of five programs listed as "important to fund with tax dollars."

Two types of worker training were described: training or re-training unemployed workers in new occupational skills and upgrading the occupational skills of individuals currently employed. Funding for such training comes from one of three sources: the individual, businesses or government. Eighty percent of respondents thought that at least "some of the cost" should be borne by all three sources for training unemployed workers. Nearly half (46%) said that "none of the cost" of upgrading skills should be borne by government.

Most respondents had personal experience with job skill training. Some 76% had taken a class or training course to upgrade their own job skills. Of those who took training courses; 64% did so to keep up with their current job and 36% did so to get a better job. Most respondents said they would have to upgrade their skills in

the future, to keep up with changes in their job, to improve their chance for promotion or to enter a new occupation. Nearly half said that upgrading job skills would take more effort than in the past.

Awareness of pertinent programs was not high. Just half of those questioned were aware of programs designed to provide occupational skills retraining for unemployed or dislocated workers. Likewise, half of those responding were aware of programs designed to provide basic reading, writing, math and work skills for adults. Only one in five were aware of public school initiatives such as "School To Work" or "Tech Prep." And fewer than half knew whether their school district offered such programs.

Respondents were told that the State of Washington is preparing to change the way it provides employment and training services to those who are working or are unemployed. The system would provide a number of services and would be referred to as a one-stop career center. There was universal agreement that each of the four services lists would be "very important."

In summary, Washington residents as represented in this survey are quite optimistic about the global future and Washington's place in it. Most recognize that new skills will be needed for the new economy, that career preparation should begin during K-12 education, and they support a variety of ways to get more skills to more people: public, private, and public-private partnerships.

ELECTRONIC FORUMS

A series of four Electronic Forums was held across the state. The methodology for the Electronic Forums was as follows:

SAMPLE:

A total of 196 people participated in the four electronic forums. They were recruited to the groups and paid a small honorarium for their participation.

Each forum was designed to consist of 10 representatives each from five major constituent groups: Students; Educators; Parents; Business Owners; and Labor Officials.

TECHNIQUE:

Facilitated discussion with interactive polling. Participants were led through a questionnaire by an Elway Research facilitator. Using EGIS, the Electronic Group Interaction System, participants registered their responses to questions on individual keypads. The tabulated results were immediately displayed and discussed by the group.

LOCATIONS:

Yakima	Aug 14
Spokane	Aug 15
Centralia	Aug 20
SeaTac	Aug 21

DATA:

Participant responses were saved in a database which was analyzed at the conclusion of the forums.

In addition, each session was video-taped; the discussion portions of the tapes were transcribed. The transcriptions are included in Volume 2 of this report.

TELEPHONE SURVEY

This page describes the methods used for the telephone survey phase of the project.

SAMPLE:

603 Washington adults, selected at random. The sample included 545 Caucasians and 58 minorities, which is in line with the state population. To enable comparisons among and between ethnic/racial populations in the state, three additional sample groups were interviewed. The over-samples produced working ethnic/racial sub-samples of:

82 African-Americans
77 Asian Americans
75 Hispanic surname residents
10 Native Americans
6 Other or not determined

TECHNIQUE:

Telephone survey. Respondents were selected using random digit dialing techniques which included working residential prefixes in their proportion to the state population.

FIELD DATES:

December 4 to December 9, 1996.

MARGIN OF ERROR:

±4.1% at the 95% confidence interval. That is, in theory, had all state residents been interviewed, there is a 95% chance the results would be within ±4.1 of the results from this sample.

The margin of error for each of the ethnic/racial samples is ±11.5%.

DATA COLLECTION:

Calls were made during weekday evenings and weekend days. All interviews were conducted by trained, professional interviewers under supervision. Up to three call-backs were made to numbers where there had been no answer. Questionnaires were edited for completeness, and a percentage of each interviewer's call was re-called for verification.

SAMPLE PROFILE

In interpreting these findings, it is important to keep in mind the characteristics of the people actually interviewed. This table presents a profile of all 795 respondents in the survey, which includes the ethnic over-samples.

Note: Here and throughout this report, percentages may not add to 100%, because of rounding.

	White/ Caucasian	Black/ African American	Hispanic/ Latino	Asian/ Pacific Islander
(n=)	545	82	75	77
GENDER:				
Male	53%	49%	49%	51%
Female	47%	51%	51%	49%
AGE:				
18-25	11%	20%	29%	18%
26-35	18%	22%	29%	27%
36-45	22%	23%	20%	18%
46-55	17%	17%	8%	18%
56-65	12%	9%	4%	5%
66+	21%	9%	9%	13%
INCOME:				
< $12,000	6%	11%	15%	6%
$12-18,000	8%	18%	17%	16%
$18-24,000	10%	10%	25%	8%
$24-30,000	10%	16%	13%	5%
$30-40,000	14%	11%	5%	16%
$40-50,000	12%	9%	7%	4%
>$50,000	22%	15%	5%	21%

	White/ Caucasian	Black/ African American	Hispanic/ Latino	Asian/ Pacific Islander
EMPLOYMENT:				
Full Time	49%	52%	56%	57%
Part Time	11%	16%	8%	13%
Lost Job	2%	7%	7%	1%
Not Employed (Other Reasons)	11%	11%	20%	12%
Retired	26%	13%	9%	17%
EDUCATION:				
< HS Diploma	7%	12%	31%	5%
HS Diploma	26%	21%	29%	32%
GED	2%	1%	4%	
Post HS, No Degree	16%	11%	11%	8%
Voc Cert/ Degree	5%	6%	7%	1%
Academic AA	10%	10%	3%	12%
Voc/Occ AA	6%	7%	4%	5%
BA	18%	21%	5%	23%
Post-Graduate	10%	9%	3%	12%
CHILDREN UNDER 18 AT HOME:				
Yes	34%	43%	56%	36%
EDUCATIONAL ASPIRATION FOR CHILDREN				
High School	5%	6%	2%	4%
Voc, Tec, Comm Coll	8%	6%	12%	7%
Attend Coll	18%	11%	33%	21%
BA Degree	38%	46%	29%	43%
Grad/Prof School	27%	31%	24%	25%

EDUCATION ASPIRATIONS FOR CHILDREN RELATED TO PARENTS' EDUCATION LEVEL

Respondents with minor children living at home were categorized into two or three groups based on their educational aspirations for their children.

- Those who hope that their children will attend graduate or professional school were more likely to have completed a bachelor's or graduate degree than other respondents.
- Those who want their children to complete a bachelor's degree were more likely to be employed full-time and most likely to be employed as a manager or administrator.
- Parents whose aspirations for their children were short of a four year college degree were most likely to be unemployed and most likely to work in the private sector.

FINDINGS

PREPARING FOR THE GLOBAL ECONOMY (Q1 AND Q2)

Seven in 10 respondents thought that Washington is "well prepared" (56%) or "very well prepared" (15%) to meet the challenges of the global economy.

Those who work for a not-for profit organization were more likely to say that Washington is poorly or very poorly prepared (43%) than those who work in the public sector or for a private company (13% and 16%, respectively).

When asked to identify which of five challenges is the most significant for Washington state in the global future:

37% identified 'Raising skill levels for more people';

22% identified 'Raising the standard of living for the less well to-do';

19% identified 'Keeping middle class jobs in Washington state';

11% identified 'Maintaining our current standard of living'; and,

9% identified 'Maintaining our technological edge.'

Respondents who hoped their children would complete at least a bachelor's degree or higher were in greater agreement about the most significant challenge than those whose aspirations were less.

- The majority (51%) of 'bachelor's degree' parents, and 45% of 'graduate or professional school' parents said that Washington's greatest challenge is raising the skill levels for more people.
- Parents with lower educational aspirations were as likely to identify keeping middle class jobs in Washington state and raising the standard of living for the less well to-do, as to identify raising skill levels for more people.

MOST SIGNIFICANT CHALLENGE BY EDUCATIONAL ASPIRATIONS FOR CHILDREN*

	COLLEGE DEGREE	OTHER**
Raising skill levels for more people	45%	25%
Raising the standard of living for the less well to-do	23%	25%
Keeping middle class jobs in Washington state	16%	25%
Maintaining our current standard of living	8%	13%
Maintaining our technological edge	7%	10%

* Respondents were those with minor children living at home.
** Educational aspirations short of a bachelor's degree.

RATINGS OF HIGH SCHOOL STUDENT PREPARATION (Q3 - Q9)

Most respondents thought high schools were doing a good job of preparing students for college but doing a poor job preparing students who were not heading to college. Respondents were asked to rate how well schools are preparing students for life after high school. The following table summarizes answers to these questions.

PREPARING STUDENTS FOR LIFE AFTER HIGH SCHOOL

HOW WELL DOES HIGH SCHOOL PREPARE STUDENTS FOR...	GOOD JOB	POOR JOB
Preparing young people for college	57%	36%
Preparing young people to be good citizens and leaders	47%	48%
Teaching young people how to learn	44%	49%
Allowing students to practice what they learn in a work-related setting	41%	46%
Preparing young people to get their first job	38%	55%
Preparing young people for home and family life	37%	56%
For young people not immediately going to college, prepare them for life after high school	28%	66%

People entering the job market were more likely to think that high schools were doing a good job in preparing young people to get their

first job than were older respondents. The lowest ratings came from their parents' cohort.

51% of 18 to 25 year-olds felt that schools were doing at least a good job compared with

27% of 56 to 65 year-olds.

Hispanic respondents rated school performance significantly more positively than those from other ethnic groups on each of these objectives. Differences between other ethnic respondent groups were not significant on these questions.

RATING SCHOOLS FOR "LIFE PREPARATION" BY ETHNICITY

LIFE AFTER HIGH SCHOOL	CAUCASIAN	HISPANIC/ LATINO	OTHER MINORITIES
Preparing Young People For College			
Good Job	56%	69%	57%
Poor Job	38%	28%	38%
Preparing Young People To Be Good Citizens And Leaders			
Good Job	47%	70%	46%
Poor Job	48%	28%	50%
For Those Not Attending College, Preparing For Life After High School			
Good Job	26%	55%	28%
Poor Job	67%	44%	66%
Teaching Young People How To Learn			
Good Job	43%	74%	44%
Poor Job	50%	25%	50%
Allowing Students To Practice In A Work-Related Setting			
Good Job	40%	56%	42%
Poor Job	47%	39%	46%
Preparing Young People To Get Their First Job			
Good Job	38%	56%	40%
Poor Job	56%	41%	55%
Preparing Young People For Home And Family Life			
Good Job	36%	58%	37%
Poor Job	57%	41%	57%

CAREER EDUCATION IN THE SCHOOLS (Q10 - Q17)

Respondents were overwhelmingly in agreement (87%) that high schools should provide every student with some kind of career preparation before graduation:

Three respondents in four (74%) thought that the idea of careers and the skills necessary to succeed at work should first be introduced prior to high school:

29%, said in Elementary School;

45% in Middle School;

22% in High School;

1% after High School;

2% outside school.

The idea that careers and work skills should be first introduced *prior to high school* was somewhat more popular among

Caucasians (76%) and

African Americans (80%)

Than among

Asians (74%) or

Hispanics (55%)

When asked whether they would expect each high school graduate to possess certain skills and abilities, respondents were generally in agreement that high school graduates should "definitely" have the following:

- Ability to Read and Write Clearly (87%);
- Ability To Think Logically and Solve Problems (77%);
- Basic Skills Necessary to Enter the Workforce & Learn a New Job (74%);
- Good Work Ethic (72%);
- Ability to Work With Others From Diverse Backgrounds (73%);
- Ability to Work as Part of a Team (72%).

Nearly half (47%) of all respondents said that high school graduates should "definitely" posses <u>all</u> of the skills and abilities listed.

BUSINESS AND COMMUNITY INVOLVEMENT IN EDUCATION (Q18 - Q24)

Nine in 10 respondents favored having employers, employees and other community members play a larger role in the education system; 63% of respondents were "strongly in favor" of this role.

Each of six community involvement programs were deemed "appropriate" by at least 9 in 10 respondents, including:

- Internships or other work experiences to provide students with hands-on training and work experience (98%);
- Information about career options and the skills that will be required for those jobs (97%);
- Internships for teachers to help them connect what they teach with the workplace (96%);
- Mentoring programs in which employees or employers work one-on-one with students (93%);
- Partnerships in which employers work with teachers, parents, students, and community leaders to develop specific courses (92%);
- Mentoring programs in which employees or employers work one-on-one with teachers (89%).

AWARENESS OF SCHOOL-TO-WORK INITIATIVES (Q25 - Q27)

About 1 in 5 respondents had heard of School To Work initiatives or Tech Prep programs:

22% had heard of Tech Prep;

19% had heard of School to Work;

15% had heard of School to Career

Parents with college or graduate school expectations for their children were more likely to have heard of these programs than those who had lesser expectations. These results are summarized below.

AWARENESS OF PROGRAMS BY EDUCATIONAL ASPIRATIONS FOR CHILDREN

HEARD OF THESE PROGRAMS:	GRAD/ PROF SCHOOL	BACHELOR'S DEGREE	OTHER
School-to-Work	29%	26%	10%
School-to-Career	20%	14%	10%
Tech Prep	34%	19%	13%

AWARENESS OF PROGRAMS IN LOCAL SCHOOL DISTRICT

Only 18% of all respondents said that their local school district has such a program underway; 26% said that their district did not; and 56% did not know.

As with the programs described above, parents with higher educational expectations for their children were more likely to be aware of such programs in their local districts.

38% of parents with graduate school aspirations for their children were aware of local district programs, compared to

17% of parents with college aspirations for their children; and

16% of parents with aspirations of less than a college degree.

SCHOOL-TO-WORK DESCRIBED (Q28 - Q29)

Without providing a name, School-to-Work was described as an education system which would

1) provide a strong academic foundation for every student;
2) give every student hands on learning experience; and
3) provide an opportunity for every student to practice what they have learned in a work-based setting.

Nearly all respondents (96%) found this system to be "Highly Desirable" (56%) or "Desirable" (40%).

SUGGESTED NAME FOR THIS SYSTEM

There was no consensus on what such a system should be called. Respondents were asked to choose a name which "most accurately reflects the education system" described above.

In order of preference, the names tested were:

Skills For Life (29%);
Putting Education To Work (18%);
Education You Can Use (16%)
Applied Education (10%);
The Career Connection (8%);
Building On The Basics (7%);
School To Work (6%); and
None of the above phrases (2%).

In a second test of descriptions, most respondents preferred that public dollars should be spent for:

"Career Preparation" (61%) rather than
"Job Training" (17%);
"Workforce Training" (12%) or
"Worker Training" (5%).

EDUCATIONAL JOB REQUIREMENTS (Q34 - Q35)

Respondents were asked to estimate the percentage of jobs today that require a two or four-year degree. Most answered that over 40% of today's jobs require a four-year college degree, including nearly 1/4 who put that figure at over 60%. (According to the State Employment Security Department, 19 percent of jobs today require four-year college degree or higher, 30 percent require two to three years of college, and 32 percent require a high school diploma, but less than two years of college.)

ESTIMATES OF EDUCATION REQUIRED FOR "TODAY'S JOBS"

PROPORTION OF JOBS	4-YR. COLLEGE DEGREE	2-YR. COLLEGE DEGREE
0 to 20%	13%	21%
21%-40%	28%	30%
41%-60%	36%	29%
61%-80%	19%	17%
81%-100%	4%	3%

PUBLIC FUNDING OF CAREER/VOCATIONAL/SKILLS TRAINING (Q36 - Q40)

Respondents were asked to rate the importance of allocating public tax dollars to a number of career, vocational and skills training programs "in an era of limited public resources."

There was general agreement that these programs were important. Most respondents rated each of the five skills as "important to fund with public tax dollars;" and 43% rated at least four of five programs as important.

In order of the proportion of respondents saying they were "important" to fund, the skills included in this survey were:

1) Career preparation for high school students (74%);
2) Skills training for poor and disadvantaged youth and adults (74%);
3) Basic skill training for adults who have limited skills in reading, writing or math (71%);
4) Retraining for unemployed workers (63%);
5) Vocational and occupational training for adults (56%).

FUNDING OF RE-TRAINING/UPGRADING OCCUPATIONAL SKILLS (Q41 - Q46)

Survey respondents were asked about funding for two types of worker training:

1. Training or re-training unemployed workers in new occupational skills;
2. Upgrading the occupational skills of individuals currently employed.

Funding for training or re-training workers generally comes from three sources: the individual, businesses or government. Most respondents thought that at least some of the cost should be borne by each source. They did distinguish between training for unemployed workers and training for employed workers to upgrade their skills, however:

- 8 in 10 respondents thought that at least "some of the cost" should be borne by *all three* sources for training unemployed workers.

- Nearly half (46%) said that "*none* of the cost" of upgrading skills should be borne by government.

WHO SHOULD PAY FOR TRAINING UNEMPLOYED WORKERS?

	INDIVIDUAL	BUSINESS	GOVT.
All of the Cost	9%	9%	11%
Most of the Cost	12%	28%	20%
Some of the Cost	66%	58%	54%
None of the Cost	14%	5%	15%

WHO SHOULD PAY TO UPGRADE WORKER SKILLS?

	INDIVIDUAL	BUSINESS	GOVT.
All of the Cost	13%	15%	6%
Most of the Cost	24%	26%	13%
Some of the Cost	50%	52%	34%
None of the Cost	13%	7%	46%

EXPERIENCE WITH SKILLS TRAINING (Q52 - Q62)

WHO?

Three respondents in four (76%) had taken a class or training course to upgrade their job skills. Higher income respondents were more likely to have taken such training than were lower income respondents:

84% of those making more than $50,000 had done so; compared to

45% of those making less than $12,000.

Female respondents (81%) were more likely than male respondents (73%) to have taken a class or course to upgrade their skills.

WHY?

Of those who took training courses:

64% did so to keep up with their current job; and

36% took training to get a better job.

Most respondents said they would have to upgrade their skills in the future:

75% said they would have to **keep up with changes** in their job or workplace;

66% said they would have to do so to **improve their chance for promotion;** and,

61% said they would have to do so to **enter a new occupation** or change careers.

Younger respondents were more likely to say they would upgrade their skills to improve their chance for a promotion and to change careers than older respondents of working age.

REASONS TO TAKE SKILL IMPROVEMENT TRAINING BY AGE

	18-25	26-35	36-45	46-55	56-65	66+
To keep up with changes in job or workplace	71%	67%	69%	50%	39%	29%
To improve chance for promotion	79%	76%	70%	50%	45%	86%

Nearly half of working respondents felt that in the future, updating job skills will take "more effort than in the past." Overall, while

48% thought it would take **More effort** than in the past

38% thought it would take **About the same** amount of effort; and,

10% thought it would take **Less effort** than in the past.

WHEN?

Of those who had attended a class or training:

45% had attended while at work, and

55% said they went after hours.

Public sector employees were most likely to attend upgrade training courses during the workday. Attending training courses during the workday were:

51% of those working in the Public Sector;

45% of those working for a Private Company; and,

31% of those working for a Not-for-Profit Organization.

Women (62%) were more likely than men (49%) to have attended a class after hours.

WHERE ?

Respondents had different expectations about training to upgrade their skills for their current job versus acquiring skills for a new job.

- If they needed additional skills and knowledge for their **current job,** a plurality (42%) expected their employer to provide it.
- If they needed skills for a **new job**, nearly half (47%) expected they would get that training at a community or technical college.

WHERE WOULD YOU EXPECT TO GET TRAINING FOR CURRENT JOB, DIFFERENT JOB?

SOURCE OF TRAINING	CURRENT JOB	DIFFERENT JOB
Employer	42%	12%
Community College	31%	47%
Public 4-yr. College	13%	23%
Private Institution	5%	6%
Private College	3%	3%
Other	4%	4%
Don't Know	5%	5%

Nearly 9 in 10 employed respondents (86%) said they knew where to go for help in finding a new job, if they were to lose their current job. Most were quite confident that they could get the help they need to find a new job if they lost their current job.

59% were confident they could get the help they need,

24% were "Somewhat confident."

UNEMPLOYED RESPONDENTS (Q63 - Q67)

Some 91 of these respondents (15%) were not employed at the time they were interviewed. Of these unemployed respondents:

39% knew where to obtain help they needed to update skills or find a new job;

61% said they were getting the help they need;

78% said they were **not** taking training to help regain employment in their previous field;

70% said they were **not** taking training to obtain new skills and knowledge in order to change occupations.

EMPLOYMENT AND TRAINING PROGRAMS (Q68 - Q76)

All respondents were asked if they were aware of programs designed to provide occupational skills retraining for unemployed or dislocated workers: half responded that they were aware of these programs and half said that they were not.

Only 1/3 of those earning less than $18,000 were aware of the availability of these programs compared with over 1/2 (56%) of those earning more than $30,000.

Those who were employed full time (56%) were more aware of these programs than those employed part time (45%).

WHERE TO FIND WORKER TRAINING PROGRAMS

Those who were aware of these programs were asked where such programs would be found. The responses volunteered were:

- Local Schools and Colleges (45%)
- Unemployment Office (23%)
- Unemployment Agency (11%)
- City / Government Agencies (9%)
- Private Industry / Business (9%)
- Social Security / Welfare Office (3%)
- Library (3%)
- Phone book (2%)
- Want Ads / Newspapers (1%)
- Church (1%)
- Other (1%)
- Don't know / No answer (13%)

BASIC SKILLS PROGRAMS

Respondents were also asked if they were aware of programs designed to provide basic reading, writing, math and work skills for adults. Half (51%) said they were aware of such programs.

As with training programs, most respondents would look to local schools for basic training programs. Those who were aware of such programs thought they would be found at:

- Local Schools and Colleges (70%)
- Job Corps Centers / YMCA /Community Organizations (13%)
- Adult Education / Training (7%)
- Library (6%)
- Unemployment Office (3%)
- Phone book (2%)
- Want Ads / Newspapers (1%)
- Senior Centers (1%)
- Other (2%)
- Don't know / No answer (11%)

ONE-STOP CAREER CENTER

Respondents were told that "the State of Washington is preparing to change the way it provides employment and training services to those who are working or are unemployed." The system, referred to as a "One-Stop Career Center," would provide a number of services to "help people get information they need to find work, develop new skills and advance their careers."

Job listings were rated as the most important of four potential services that might be offered at One-Stop Centers. Respondents were in general agreement that each of these services was important; the majority of respondents in all demographic categories rated each of the services as "very important."

IMPORTANCE OF SERVICES IN "ONE-STOP" CENTER

	Very Important	Somewhat Important
Listings of available jobs	75%	23%
Referral to training	65%	33%
Basic skills testing	62%	33%
Career planning	54%	41%

Asked which of the following attributes would be "most important" for a One-Stop Career Center:

26% said Help For People Of All Skill Levels;

24% said Help For All People, Not Just Those Who Are Out Of Work;

20% said Individualized Service;

16% said Easy Access To Services;

6% said Streamlined Administration;

4% said Referrals To Effective Training; and,

5% said that they Did not know or did not answer.